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ABSTRACT

This partial bibliography stresses urban and school planning concepts that influence community physical development and its financing. It is not concerned with the busing of children as a policy, nor with curriculum matters, racial issues, or even school building design, except as they are related to site qualifications. Reports of city planning commissions on surveys of school facilities and projected needs are omitted, for the most part, as are school board studies of school programs, facilities, and staff organization. The intent is to include articles and books that, collectively, will give a historical perspective to planning concepts evolved by both urban planners and school planners. The thirteen sections of this partially annotated bibliography cover cooperation between city planning agencies and school agencies; background and general works; population consideration; school-community educational relationships; school-community financial relationships; school districts; school size; school types; architectural, curriculum, and site relationships; general articles on sites; school-park sites; site planning; and site standards. (Author/IRT)

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THE SCHOOL IN THE URBAN COMPREHENSIVE PLAN:
A Partial Bibliography

Charles W. Barr, Associate Director
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Michigan State University

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INTRODUCTION

Public schools are an essential element of the American community. So important, in fact, that in most sections of the nation a separate governmental unit is used for supervision of the education system. This creates many problems for coordinating school building and siting with planning other community developments.

Educational philosophy has changed greatly, especially during the past thirty years. The older eight-grade public school was essentially a neighborhood unit built on the premise of a walking distance. This concept has had recent changes to the extremes of the small residential-type building for kindergarten, first and second grade pupils to the large grade school and the busing of pupils. The high school has also been expanded under the pressures of administrative costs and diversification of curricula. In the past some cities had a centrally located technical high school for programs of special vocational training. Today, some of the older objectives of the technical high school are reappearing in the storefront and ghetto schools.

Changing concepts of school curricula and size influenced both school architecture and site needs. The one-story suburban school with its extensive physical education and outdoor learning facilities called for increased land area. This also gave rise to the park-school concept and, more recently, the campus plan. In contrast, the central city school did not have the available land area for these changes. Varying types of multi-story buildings have been suggested for these situations plus the busing of pupils out from the central area to where land is more available.

The urban planner in trying to project the physical development of an area twenty or more years in the future has been caught with not only the rapid changes in educational concepts, but minimal communication between school boards and planning commissions. Clarence Perry's theory of using the grade school as a neighborhood cultural center was the bases of planning theory in the 1930's and '40's. But, with increased busing and varying experiments in types of schools, it was not possible to conceive a long-term community development pattern using the educational system as a foundation stone for the neighborhood. Still, the school building and site are public property and must be considered for their social objectives along with all other public properties. Mistakes in siting are not easily corrected.

All public buildings and improvements become involved in the public budget, whether the functions are administratively separated or not. When a planner prepares a capital improvements budget

he must consider the total community's needs and ability to pay. This is the message of the taxpayers rebelling recently in elections on school taxes and various other types of assessments. Again, coordinative effort between the school planner and the urban planner is necessary.

This partial bibliography stresses urban and school planning concepts which influence community physical development and its financing. It is not concerned with the busing of children as a policy, not curriculum matters, racial issues, or even school building design except as they are related to site qualifications. Practically all city planning commissions have surveyed their school facilities and projected needs. These reports have been omitted, for the most part, just as the school board studies of school programs, facilities of space and staff organization have been omitted. The intent has been to include articles and books which, collectively, will give an historical perspective to planning concepts evoked by both urban planners and school planners.

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SITE - ARCHITECTURAL, CURRICULUM, SITE RELATIONSHIPS

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211. _____. One Room Schoolhouse, 1972 Style: An Open Plan Middle School With Split Level Classroom Areas. School Management, Vol. 15, No. 4, Apr. 1971, pp. 17-20.

A 1,500-pupil middle school on a 25 acre tract for Middle Island School District, Long Island, New York.

212. _____. The School in the Urban Environment. Progressive Architecture, Vol. 42, No. 5, May 1961, pp. 143-155.

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213. _____. Up From Institutionalism; Inner-City Schooling. Progressive Architecture, Vol. 52, No. 2, Feb. 1971, pp. 82-91.

Use of dispersed sites and non-school designed buildings for inner-city schools.

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218. Gores, Harold B. Educational Change and Architectural Consequence. Architectural Record, Vol. 126, No. 2, August 1959, pp. 154-176.

A study of correlation between curriculum and school plant planning; examples of school types including campus and cluster forms.

SITE - GENERAL ARTICLES

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225. Herrick, John H. The Site. The School Executive, Vol. 75, No. 12, Aug. 1956, pp. 72-74.

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226. Lopes, Frank G. The Problems of School Sites. Architectural Record, Vol. 121, No. 1, Jan. 1957, pp. 189-217.

Conflicts of urban development, educational demands for outdoor space and architectural design in terms of site; illus., examples.

227. Tanner, Ogden. The Productivity Push in Schools. Architectural Forum, Vol. III, No. 5, Nov. 1959, pp. 110-115.

How can school boards and architects plan for a future not clear?

228. The School As a Generator of Urban Form. Progressive Architecture, Vol. 49, No. 4, April 1968, pp. 162-173.

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230. American Society of Planning Officials. Planning For School Capacities and Locations. Planning Advisory Service Information Report 36, March 1952, Chicago, Illinois, the author.

231. _____. School Site Selection. Planning Advisory Service Information Report 175, Aug. 1963, Chicago, Illinois, the author.

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233. California. Bureau of School Planning. (Gibson, Charles D. and Clair L. Eatough) School Site Analysis and Development. Sacramento, California State Department of Education, 1966.

234. Chase, William W. Schoolhouses For Big Cities. American Education, Vol. 1, No. 2, Feb. 1965, pp. 12-19.

235. Coleman, William H. Planning Adequate School Facilities as an Integral Part of Large Scale Housing Projects. The American School and University, 1945, pp. 35-39.

236. Eastman, Charles M. and Kenneth O. Kortanek. Modeling School Facility Requirements In New Communities. Management Science, Vol. 16, No. 12, Aug. 1970, pp. B784-799.

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237. Gregg, Russell T. and W.R. Flesher. A Guide to Site Selection and Development. The School Executive, Vol. 76, No. 1, Sept. 1956, pp. 77-80.

238. Herrick, John H. Cincinnati's Program for Acquiring School Sites. The American School and University, 1947-48, pp. 76-79.

239. Katzman, Martin T. Decentralizing the Big City Schools. Urban Education, Vol. 3, No. 3, 1968, pp. 156-168.

Inequality in schooling; distributive issues relevant to schooling.

240. King, Jonathan. The School in the City: A New Look. School Building Research, Publication 1008, pp. 22-26, Washington, D.C., Building Research Institute, 1963.

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241. Leith, D. Malcolm and Herbert Kohl. Storefront Schools. Grade Teacher, Vol. 88, No. 6, Feb. 1971, pp. 41-59.

Dorchester, Massachusetts, Head Start Center; Morgan Community Nature Center in Washington, D.C; Berkeley, California, alternative educational institutions.

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